

CAMPOBELLO-GRAMLING SCHOOL

250 Fagan Avenue
Campobello, South Carolina 29322

GRADES K-8 Elementary School

ENROLLMENT 614 Students

PRINCIPAL William H. Sapp 864-472-9110

SUPERINTENDENT Dr. James A. Littlefield 864-472-2846

BOARD CHAIR Henry T. Gramling 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	52	7	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

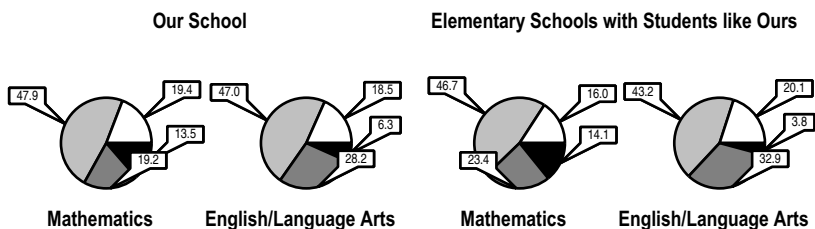
FOR MORE INFORMATION, VISIT WEBSITES AT:




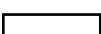
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	50	70	85
Percent satisfied with learning environment	100.0%	97.1%	80.7%
Percent satisfied with social and physical environment	100.0%	98.6%	76.3%
Percent satisfied with home-school relations	100.0%	98.6%	92.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	421	99.3	18.5	47.0	28.2	6.3	34.5	17.6
Gender								
Male	220	98.6	20.4	49.2	27.2	3.1	30.4	17.6
Female	201	100.0	16.7	44.8	29.2	9.4	38.5	17.6
Racial/Ethnic Group								
White	356	99.4	16.3	46.0	30.4	7.4	37.7	17.6
African-American	44	97.7	28.2	56.4	15.4	N/A	15.4	17.6
Asian/Pacific Islander	10	100.0	30.0	60.0	10.0	N/A	10.0	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	331	100.0	15.3	42.2	34.7	7.8	42.5	17.6
Disabled	90	96.7	32.0	66.7	1.3	N/A	1.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	421	99.3	17.9	47.2	28.5	6.3	34.8	17.6
English Proficiency								
Limited English proficient	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	410	99.3	17.2	47.7	28.7	6.4	35.1	17.6
Socio-Economic Status								
Subsidized meals	198	99.0	22.9	58.9	14.3	4.0	18.3	17.6
Full-pay meals	223	99.6	14.9	37.0	39.9	8.2	48.1	17.6

Mathematics								
All students	421	100.0	19.4	47.9	19.2	13.5	32.6	15.5
Gender								
Male	220	100.0	18.6	45.4	22.2	13.9	36.1	15.5
Female	201	100.0	20.3	50.5	16.1	13.0	29.2	15.5
Racial/Ethnic Group								
White	356	100.0	16.8	47.6	20.4	15.2	35.7	15.5
African-American	44	100.0	40.0	47.5	12.5	N/A	12.5	15.5
Asian/Pacific Islander	10	100.0	10.0	70.0	N/A	20.0	20.0	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	331	100.0	12.7	47.7	22.7	16.9	39.6	15.5
Disabled	90	100.0	46.2	48.7	5.1	N/A	5.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	421	100.0	19.1	47.9	19.4	13.6	33.0	15.5
English Proficiency								
Limited English proficient	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	410	100.0	18.6	48.1	19.4	13.8	33.2	15.5
Socio-Economic Status								
Subsidized meals	198	100.0	26.0	53.7	15.3	5.1	20.3	15.5
Full-pay meals	223	100.0	13.9	43.1	22.5	20.6	43.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	66	N/A	16.9	46.2	33.8	3.1	36.9
	Grade 4	69	N/A	20.3	43.5	34.8	1.4	36.2
	Grade 5	67	N/A	16.4	53.7	28.4	1.5	29.9
	Grade 6	83	N/A	9.9	45.7	34.6	9.9	44.4
	Grade 7	55	N/A	7.3	61.8	29.1	1.8	30.9
	Grade 8	49	N/A	14.9	40.4	25.5	19.1	44.7
2003	Grade 3	72	100.0	15.4	40.0	36.9	7.7	44.6
	Grade 4	75	100.0	27.1	45.7	25.7	1.4	27.1
	Grade 5	82	96.3	20.8	43.1	31.9	4.2	36.1
	Grade 6	72	100.0	16.9	49.2	20.0	13.8	33.8
	Grade 7	64	100.0	13.6	49.2	28.8	8.5	37.3
	Grade 8	56	100.0	15.4	57.7	25.0	1.9	26.9

Mathematics								
2002	Grade 3	66	N/A	21.5	36.9	24.6	16.9	41.5
	Grade 4	69	N/A	17.4	47.8	18.8	15.9	34.8
	Grade 5	67	N/A	13.4	53.7	17.9	14.9	32.8
	Grade 6	83	N/A	8.6	43.2	28.4	19.8	48.1
	Grade 7	55	N/A	14.5	43.6	27.3	14.5	41.8
	Grade 8	49	N/A	12.8	42.6	19.1	25.5	44.7
2003	Grade 3	72	100.0	12.3	49.2	26.2	12.3	38.5
	Grade 4	75	100.0	24.3	51.4	11.4	12.9	24.3
	Grade 5	82	100.0	24.0	48.0	18.7	9.3	28.0
	Grade 6	72	100.0	15.4	36.9	26.2	21.5	47.7
	Grade 7	64	100.0	22.0	37.3	20.3	20.3	40.7
	Grade 8	56	100.0	17.3	67.3	11.5	3.8	15.4

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 614)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	91.6%	Down from 95.8%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.7%	Down from 19.2%	20.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.5%	Up from 13.0%	7.3%	8.0%
Older than usual for grade	1.0%	Up from 0.3%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	58.7%	Down from 65.3%	51.5%	50.0%
Continuing contract teachers	93.5%	Up from 83.7%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.2%	Down from 91.8%	88.2%	86.2%
Teacher attendance rate	96.3%	Up from 94.8%	95.6%	95.3%
Average teacher salary	\$42,895	No change	\$40,638	\$39,909
Prof. development days/teacher	6.8 days	Down from 9.2 days	10.7 days	11.4 days

School				
Principal's years at school	18.0	Up from 17.0	5.0	4.0
Student-teacher ratio	32.6 to 1	Up from 17.4 to 1	19.3 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 89.6%	90.0%	89.7%
Dollars spent per pupil*	\$7,189	Up 16.6%	\$5,652	\$5,892
Percent spent on teacher salaries*	67.5%	Up from 67.0%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Down from 99.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Campobello-Gramling School is a student-centered institution, K through 8th grade, that offers many strong programs to enhance learning. The Reading Recovery Program for at-risk first grade students, the Pat Cunningham Model for English Language Arts, and Algebra I for 8th grade students for high school credit are a few of the exemplary programs offered. Measures of the school's success include six honorable mention awards under the School Incentive Reward Program, \$38,852 as a School Incentive Reward winner, State Title I Distinguished School, and recipient of the SDE School Red Carpet Award in May of 2002. In 2003, the school received the state's Palmetto Gold Award, the Exemplary Writing Award, and our career guidance program was recognized as the best in the state.

The school enjoys strong support from the School Improvement Council, the PTO, and the community. The school has a local business partner that provides volunteers, tutors, shadowing experiences, and financial support for the school newspaper. Many community groups use the facility.

PACT scores continue to be very good but the principle challenge is to continue to improve student education to promote life-long learning. The strategies to meet this challenge include continuous evaluation and enhancement of all school programs, implementation of new programs, vertical teaming to ensure continuity in instruction, and an intense familiarity with the standards in all instructional areas. The faculty is fully qualified to meet this challenge.

School safety remains a priority. To this end, a security plan is in place and is reviewed several times a year by the school safety committee. A school resource officer is on campus daily. Security cameras are located in strategic areas and all visitors must obtain clearance before entering school property.

We are proud to be preparing students for life in the 21st century.

William H. Sapp

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.